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ABSTRACT

Part of a 10 booklet series on talented and gifted education, the booklet discusses educational policy for gifted and talented students, focusing on the state of Oregon. The ways in which board members and administrators collaborate to formulate policy for talented and gifted programs are examined, and typical steps in developing a policy are outlined. Some social issues, administrative concerns, trends, and instructional provisions relating to talented and gifted programs are reviewed. The attitudes of Oregonians toward talented and gifted education are examined, along with relevant Oregon state policy, rules, and educational practices (including student rights, parent rights and education, and goal based instruction). Alternatives for student programing considered include mainstreaming, resource rooms, and other options such as alternative schools, independent study, and cluster grouping within regular classes. The social and educational history of talented and gifted education is reviewed. A bibliography, a list of sources of information on the talented and gifted, and some Oregon administrative rules pertaining to talented and gifted children are also included. (DLS)

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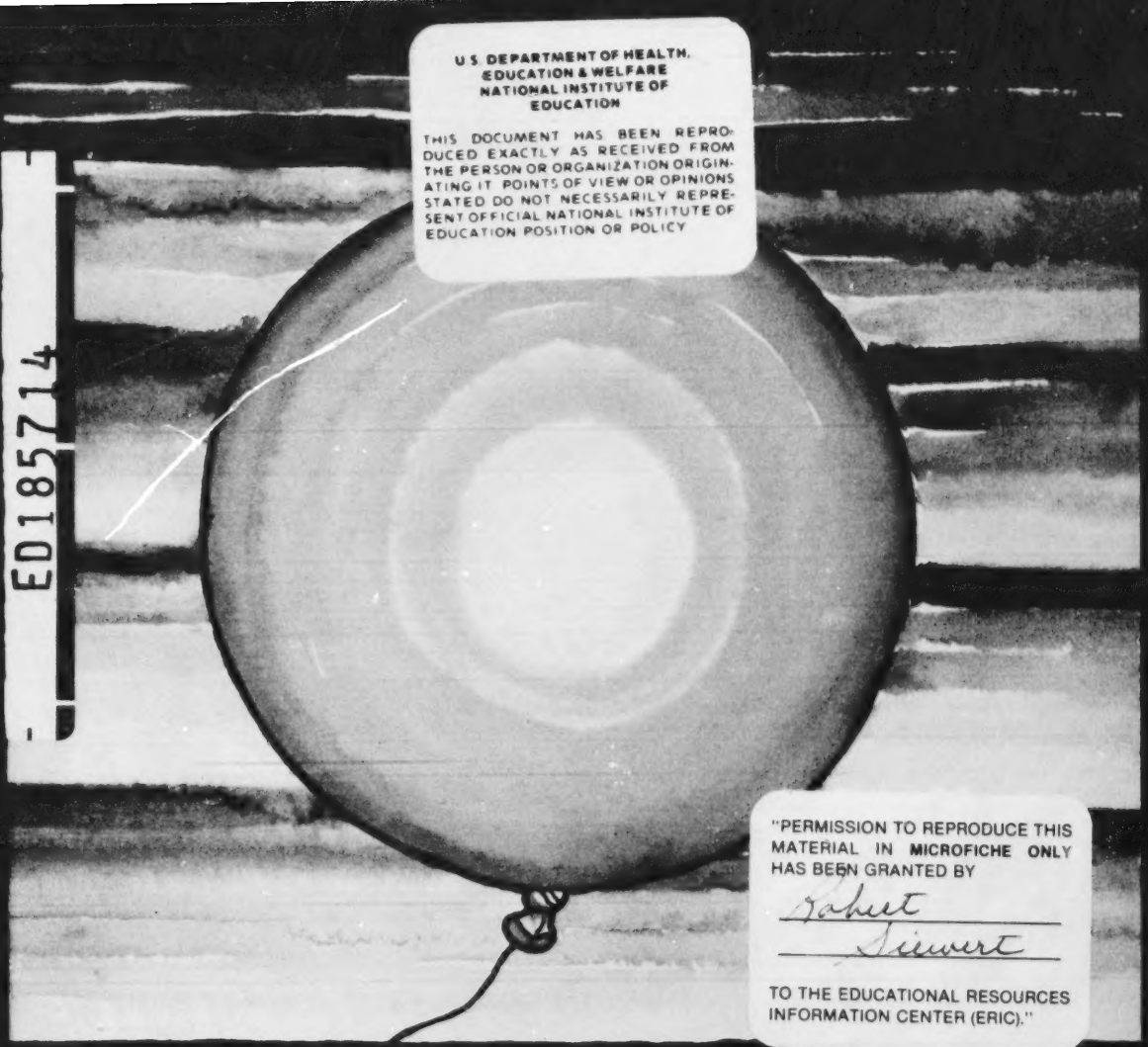

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Talented and Gifted Education Policy

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TALENTED AND GIFTED EDUCATION POLICY

Fay B. Haisley, Ph.D
George Wilhelmi

This series was cooperatively developed by the following: Project Director - Robert Siewert, Specialist, Talented and Gifted Programs, Oregon Department of Education, Salem, Oregon; Project Coordinator - Carleen Matthews, Northwest Regional Educational Laboratory; Series Editor - Candy Withycombe; and Richard Arends, University of Oregon.

Oregon Association for Talented And Gifted

Oregon State DEPARTMENT OF EDUCATION

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ABOUT THE AUTHORS

Dr. Fay Haisley is a professor in the Department of Education at the University of Oregon and has been instrumental in organizing the University of Oregon masters program in gifted education.

George Wilhelmi has previously worked in gifted education in Connecticut and is presently the head teacher in the P.A.C.E. Program for the talented and gifted in the Eugene School District, Eugene, Oregon.

Richard Bagley, Kenneth Frazee, Jean Hosey, James Kononen, Jan Speciale and Doris Woodfield were participants in the Summer Institute on Talented and Gifted Education in Monmouth, Oregon, sponsored by the Oregon Department of Education during the summer of 1978. All are teachers either directly involved in the instruction of talented and gifted children or are involved in organizing programs in their districts.

Sandra Howell has a long association with gifted education in Oregon. Once a teaching assistant with Elizebeth Monroe Drews and Portland State University, Sandra is now the project director for M.A.C.E., a Title IV C project for talented and gifted children.

Alfreda Ebeling has training and experience in the field of counseling; and, as a mother of gifted children, has experienced the problems and approaches for parental counseling. Alfreda is presently a free lance writer and consultant.

Kendra Morberg has her M.S. in gifted education from the University of Oregon and is presently teaching primary grade talented and gifted children. Kendra also participated in the State Task Force on Early Identification and Programming for Gifted Children during 1978-79 and co-authored the Task Force report.

Samellyn Wood is presently conducting workshops and classes in Oregon on parenting talented and gifted children, and is a co-author of Four Styles of Parenting.

Gail Horner and Sue Rits are parents of gifted children, are officers in the Oregon Association for Talented and Gifted, and are actively involved in supporting school programs for talented and gifted children.

Veronica Boeholt is a member of the steering committee for the talented and gifted program in the district where she teaches. She is actively involved in the Oregon Association for Talented and Gifted, and was among the original organizers for this state wide association.

Jackie Buisman is one of the originators of the Oregon Association for Talented and Gifted and served as the organization's president in 1978-79. Jackie is presently a teacher of intermediate grade talented and gifted children, and is the mother of a gifted child.

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FOREWORD

All society profits from the work of talented and gifted individuals. Our productivity, the standard of living, cultural achievements--in almost every aspect of our lives, we need the insight, intelligence, creativity and the critical judgment of talented people.

> Thus in at least one sense of the term, the development of individual talent potential is the development of leadership. Society is constantly being renewed as individuals fill outstanding roles and functions. (Passow, 1978)

As society profits from leaders, so also leaders grow according to the provisions of their society. Influence is always mutual. How parents, teachers and neighbors feel about a child's gift or talent and whether they behave to enhance or squelch those special abilities makes a real difference in several ways. Here and now, it often makes the difference between a fulfilled child who is an involved student, or an anxious, angry child who is a disruptive or compulsive student. In the future it may affect our communities' balance between outstanding leaders and restless malcontents. Worse, it may mean that apathy or conformity exists where creativity and leadership might have been.

However, there is a perspective even beyond these concerns that affects the policymaker. Today there is a welter of political forces to be dealt with. Some are calling for further expansion of services to

handicapped or disadvantaged students. Others desire more attention to basic skills and general education. Still others are urging an entire reorganization of school processes. Much of the public says we must cut back and curb inflationary trends with constrained spending and balanced budgeting. Within each force we hear an appeal that is earnest and sensitive to authentic need. Each appeal describes factors that ultimately affect us all. Each appeal is grounded in people's desire for an educational system which is effective while compassionate and feasible.

The answer is not the simple one of making other forces wrong ("outdated," "too expensive," "undemocratic," etc.) in order to support our cause. Instead, policymakers must consider the interplay of these political forces and then create policies for talented and gifted children that reflect our best intent for all individual students and our best regard for emergent leadership in our communities and society. This is a complicated task that requires maturity and productive ideas to answer an array of difficult questions. The task, itself, is an excellent testimony to the need for educated leadership.

TABLE OF CONTENTS

FOREWORD v

PHILOSOPHICAL FRAMEWORK 1

MAKING POLICY FOR TALENTED AND GIFTED PROGRAMS 5

HOW BOARD MEMBERS AND ADMINISTRATORS COLLABORATE 7

POLICIES MEET COMMUNITY EXPECTATIONS 11

POLITICAL ISSUES AROUSED BY TALENTED AND GIFTED PROGRAMS 13

OREGONIANS' ATTITUDES TOWARD TALENTED AND GIFTED EDUCATION 23

OREGON STATEWIDE POLICY ON TALENTED AND GIFTED EDUCATION 27

OREGON TALENTED AND GIFTED RULES AND EDUCATIONAL PRACTICES 31

HOW IS POLICY DEVELOPED? 37

ALTERNATIVES FOR STUDENT PROGRAMMING 43

SOCIAL AND EDUCATIONAL HISTORY OF TALENTED AND GIFTED EDUCATION 49

BIBLIOGRAPHY 55

SOURCES OF INFORMATION 57

APPENDIX 59

PHILOSOPHICAL FRAMEWORK

These remarks have been quoted from the 1971 two volume report to the Congress of the United States by Sidney P. Marland, Jr., U.S. Commissioner of Education.

> "For many years, interested educators, responsible legislators, and concerned parents have puzzled over the problem of educating the most gifted of our students in a public educational program geared primarily to a philosophy of egalitarianism.
>
> "We know that gifted children can be identified as early as pre-school and that these children in later life often make outstanding contributions to our society in the arts, politics, business and the sciences. But, disturbingly, research has confirmed that many talented children underachieve, performing far less than their intellectual potential might suggest. We are increasingly being stripped of the comfortable notion that a bright mind will make its own way. On the contrary, intellectual and creative talent cannot survive educational neglect and apathy.

"This loss is particularly evident in the minority groups who have in both social and educational environments every configuration calculated to stifle potential talent."

EDUCATIONAL IMPLICATIONS OF RESEARCH

"Gifted and talented youth are a unique population, differing markedly from their age peers in abilities, talents, interests, and psychological maturity. They are the most neglected of all groups with special educational needs. Their sensitivity to others and insight into existing school conditions make them especially vulnerable, because of their ability to conceal their giftedness in standardized surroundings and to seek alternative outlets. The resultant waste is tragic.

"Research studies on special needs of the gifted and talented demonstrate the need for special programs. Contrary to widespread belief, these students cannot ordinarily excel without assistance. The relatively few gifted students who have had the advantage of special programs have shown remarkable improvements in self-understanding and in ability to relate well to others, as well as in improved academic and creative performance. The programs have not produced arrogant, selfish snobs; special programs have extended a sense of reality, wholesome humility, self-respect, and respect for others. A good program for the gifted increases their involvement and interest

in learning through the reduction of the irrelevant and redundant. These statements do not imply in any way a 'track system' for the gifted and talented."

WHAT IS A GOOD PROGRAM FOR THE GIFTED?

"The major thrust in American education today is to free all students to learn at their own pace - and to place on them more responsibility for their education.

"Such arrangements as flexible scheduling, independence of mobility in learning decision making and planning by pupils, the planning of curriculum based on pupil interests, use of community specialists, research seminars, and flexible time blocks have been successfully used. As educators study and evaluate various arrangements, they learn of their value for children with exceptional learning needs."

MAKING POLICY FOR GIFTED AND TALENTED PROGRAMS

Continuing our neglect of talented and gifted children will continue the loss of their potential contributions to our communities. There are many considerations, however, that face school board members. Some of these relate to the role of board members and others relate to the political issues inherent in talented and gifted education. At first, we will look at the role and discuss how behavior of board members can influence talented and gifted education. After that we will discuss some of the political issues surrounding talented and gifted education.

THE RIGHT QUESTION AT THE RIGHT TIME

Some special questions can be very useful in the board room or any school board work session. These questions are most valuable when used one at a time - at the appropriate time. When board members are at odds about talented and gifted education and the discussion bogs down into long and tiresome issues, ask: "Do we have a policy on that problem? If not, let's consider one." When it's very late, the debate seems pointless and people are fidgeting, put the other questions to use:

- "Didn't we reach a policy on this question last year?"
- "Why don't we refer that protest group to our policy manual?"

- "Shouldn't we revise that old policy? It just isn't relevant now."
- "That's a new circumstance. When are we going to develop a new policy?"

These are excellent questions for a board member to ask. They point to a major function of school boards: to create, enforce and revise policy so that children are well served. For the purposes of this booklet we are interested in sound policy development for talented and gifted education.

WHAT IS A POLICYMAKER?

Some people wonder why the emphasis on policy; it may sound like an "ivory tower" word. Actually we make policy daily in our lives. At home a parent may decide that 11-year-old John must earn his spending money and also maintain high performance in school. That's a policy decision. Or a couple may decide that both will work part time and share parenting responsibilities. That's also a policy decision. The first one established standards for some of John's behaviors; the second one helps determine the pattern of career pursuit and parenting between both parents. Without thinking so, most adults are policymakers at home. We shift gears, however, when we carry out our tasks on the job and respond to community responsibilities. In the work and community settings we tend to carry out policy. We are policy implementers, rather than policymakers. This is important. It means that working on the school board to enhance talented and gifted education will often be different from other work experiences.

HOW BOARD MEMBERS AND ADMINISTRATORS COLLABORATE

A realistic picture of a typical board would show members writing and developing several topics at once, but for simplicity's sake we've quoted seven typical steps that result in a new policy. The following information is part of an excellent school board members guide to policy development published by the National School Boards Association[1]:

TYPICAL STEPS IN DEVELOPING A POLICY

1. Assembling policy material. To develop policy, the board always needs the assistance of the superintendent and the professional staff to do the background work and make recommendations. Gathering the facts will be the staff's chore, but analyzing them will be up to the board. The board will also have to know a good deal about the wishes and feelings of the people the policy will affect. It will need evidence on the success of the policy being considered when it was tried in other communities. It will need to weigh alternatives - that is, to consider a number of ways the problem could be resolved - and then choose the most desirable approaches. The superintendent is a key person in bringing policy material to the board.

2. The work session - a time for study. Next, the board must have opportunity to study the problem calmly and deliberately. Usually this cannot be done during a business meeting with a crowded agenda. Study of policy elements and decisions regarding policy alternatives deserve something better than the late, late hours of a board meeting. Policy study deserves time, and time for this purpose can be made, if the board business is disposed during the first meeting of the month, and important policy discussions are scheduled for the second or third monthly meeting. No routine business should be scheduled at these meetings. They should take on the aspects of workshop sessions, preferably open to the public. At such workshop sessions the board should make time to hear opinions and to weigh the merits of proposals.

3. Drafting, checking, and rechecking. Eventually, the superintendent takes responsibility for preparing a statement which harmonizes the ideas of the board, the views of the people to be affected by the policy, and the good of the educational system. Copies of the statement are widely disseminated if the issue is one of general public concern. Labeled either as "Tentative Draft" or "For Discussion Only," copies of the proposal go from the superintendent's office to those individuals or groups who may have something to contribute to the policy or will be responsible for its implementation. Expect changes and revisions. It's part of normal operating procedure.

4. First reading, second reading, adoption. Sooner or later, the policy proposal is placed on the agenda of an upcoming board meeting for a "first reading." Those most interested in the proposed policy are notified that action by the board is about to take place. Once again, interested individuals are given an opportunity to voice their opinions and register their approval or dissatisfaction. If the policy proposal encounters serious objections, it is referred back to the superintendent (or a board subcommittee) for further revision. But if the "first reading" goes through smoothly, the proposal is placed on the agenda for final action at a subsequent meeting. This extra period of time gives all concerned parties a further chance to ask questions and to offer improvements.

5. Inform, publicize, disseminate. A story in the newspaper about the adoption of a policy is not enough. Instruct the superintendent to make use of internal and external media to tell the community and specialized groups about the policy. If it's a policy important to teachers, use every possible channel to inform teachers. If it's a policy of interest to mothers of kindergarteners, use every channel possible to reach that group.

6. Implement, enforce, police. No policy is self-starting and certainly not self-enforcing. You may have to put push behind a policy. The rules and regulations that will be developed by the superintendent for the implementation of this policy will be important there. But in addition, request the superintendent to outline the actions he or she will take to put the policy and

regulations into effect and to see that they have a chance to work.

7. Evaluate, revise - or scrap - if necessary. Ask the administration for periodic reports on major policies in the manual. Are they working? Are they in tune with the changing times? Do they need revision? Have they become so outdated that they are useless? Which should be scrapped?

[1] Brodinsky, Ben. The School Board Member's Guide to Policy Development, National School Boards Association, Washington, D.C., 1975, pp. 6-7.

POLICIES MEET COMMUNITY EXPECTATIONS

The people of Oregon are demanding that their school boards provide quality programs and efficient school operations. Educators are constantly reminded that through taxes paid to local, state and federal governments, the people invest vast sums into public education. They expect results from their investment. They expect students to learn in school. They expect school officials to provide a safe, friendly, fair and stimulating environment. They expect teachers to care about students as individuals and make special effort to help students with special learning needs. They expect graduating students to be competent in basic skills, to behave as contributing members of their adult community, and be ready to adapt to new challenges of the world. This is, indeed, a tall order. School board policies provide the motive force for meeting these expectations. Written policies which reflect the best thinking of the local community make the tough work of school management and governance possible. Continuously updated policies are essential to all educations processes, including talented and gifted programs.

WHAT GOOD POLICIES ACCOMPLISH FOR TALENTED AND GIFTED EDUCATION

- Written policies inform everyone about the board's intent for talented and gifted education.

- They establish a legal record which is crucial for those policies that reflect the force of law.
- They are objective, making arbitrary administration difficult.
- They provide continuity and balance. Board members, central staff and teachers may come and leave. The written policies for talented and gifted education endure and can help smooth transitions when changes occur.
- They give the public a means to evaluate the boards' stand toward talented and gifted education. Publicly pronounced policy statements prove that the board is willing to be held accountable for its decisions regarding talented and gifted education.
- They help disarm eccentric critics. "Off-the-wall" accusations against gifted education seldom last in districts that have clear-cut and timely written policies that reflect thorough research and careful planning for talented and gifted programs.

POLITICAL ISSUES AROUSED BY TALENTED AND GIFTED PROGRAMS

Continuing our neglect of talented and gifted children will continue the loss of their potential contributions to society. There are, however, political implications for school boards in the provision of programs for talented and gifted students. Many questions will be asked by constituents, and some of these are discussed below.

Some of the information presented here is in response to interviews and questionnaires completed by school board members, administrators and teachers currently involved with talented and gifted education in Oregon.

SOCIAL ISSUES

Isn't it unfair to give special attention to the talented and gifted who are already "ahead"? In 1971, U.S. Commissioner of Education, Sidney P. Marland, Jr., submitted a two volume report to the Congress of the United States. In it researchers noted, "For many years, interested educators, responsible legislators and concerned parents have puzzled over the problem of educating the most gifted of our students in a public educational program geared primarily to a philosophy of egalitarianism. We know that gifted children can be identified as early as preschool grades and that these children in later life often make outstanding contributions to our society in the arts, politics, business, and the sciences. But disturbingly, research has confirmed that many talented children underachieve,

performing far less than their intellectual potential might suggest."

It has long been accepted that equal educational opportunity is a bulwark in the public school system. Often, however, opportunity according to need has been ignored. The talented and gifted, much like the handicapped, have unique educational needs which require instructional opportunities different from the traditional educational program. Educational policy which fosters equal educational opportunity according to need is much more in keeping with democratic principals and allows for services for unique children.

But will talented and gifted programs create a group of elitist snobs? Research studies on special needs of the talented and gifted demonstrate the need for special programs. Contrary to widespread belief, these students cannot ordinarily excel without assistance. The relatively few talented and gifted students who have the advantage of special programs have shown remarkable improvements in self-understanding and in ability to relate well to others, as well as in improved academic and creative performance. The programs have not produced arrogant, selfish snobs; special programs have extended a sense of reality, wholesome humility, self-respect, and respect for others.

But when budgets are tight, can't gifted kids do pretty well on their own? A summary of findings noted by Dr. Hal Lyon indicates that quite to the contrary, a high percentage of talented and gifted youngsters are among the dropouts from school. An Iowa study revealed that 17.5 percent of the dropouts in the state were talented and gifted. This is an extremely high percentage recognizing the fact that they make up approximately three percent of the normal population. Another study of 251 high ability students found that 54.6 percent were working below a level of which they were

intellectually capable. The Marland Report states: "We are increasingly being stripped of the comfortable notion that a bright mind will make its own way. On the contrary, intellectual and creative talent cannot survive educational neglect and apathy. This loss is particularly evident in the minority groups who have in both social and educational environments every configuration calculated to stifle potential talent."

Do gifted kids have a hard time getting along in the world? Studies indicate that the gifted as a group generally demonstrated superior adjustment compared to the average population. They nevertheless encounter problems of anxiety, insecurity, feelings of clumsiness, inaccuracy with physical tasks when frustrated by classrooms and teachers which do not specifically focus on their unique characteristics. Their desire to read incessantly and preference for self-direction rather than direction by others sometimes isolates them. Emphasis on individualized programs for talented and gifted students has reduced some of the pressures. Counseling provisions were noted by several administrators interviewed as a priority to assist with peer and social pressures. Awareness sessions with teachers, parents and community groups were suggested as ways to diminish psychological conflicts.

ADMINISTRATIVE CONCERNS

How shall we provide funding for talented and gifted programs? This was the most discussed and controversial issue. Traditionally, programs for talented and gifted students have been the first to be

cut when budgets are tight. Four sources can be identified:

- Transfer of talented and gifted programs to Title IX under the federal provisions may provide additional sources of funding.
- The state legislature in Oregon provided matching funding in 1978 for districts meeting guidelines for proposed programs and it is anticipated a similar amount will be available in the next biennium.
- Some districts with persistent leadership have convinced local merchants and businessmen of the need for funding programs.
- Placement within special education programs has the advantage of using more available funding sources.

Who should administer programs at the local level? Larger school districts use personnel services for identification and placement and curriculum coordinators for program development and evaluation. In small districts the roles are not so clearly defined. Each district should develop its own unique program based on its specific needs or problems.

Placement under special education administration was rated high priority given the existing administrative structure in most school districts. The increasing use of resource rooms suggests the possibility of coordination by resource teachers and program coordinators to administer individual student programs and scheduling.

How should staff development be organized? The inservice training of all staff is an important element in effective programming for talented and gifted

students. This should be provided at both local and state levels.

- Two workshops are held each year by the Oregon Department of Education and the Oregon Association for Talented and Gifted. Release time for teacher attendance has been suggested.

- Department of Education personnel are available on a limited basis to provide inservice sessions and can recommend available consultants as an additional resource.

- Teacher Centers are being funded to provide for general inservice needs. Attention to the needs of talented and gifted will be provided when these needs are made clear.

- Several colleges and universities have developed coursework related to the talented and gifted. A masters degree will be available in Fall 1978 from the University of Oregon, College of Education.

- School districts and ESDs have also developed workshops relevant to talented and gifted education.

How should programs be evaluated? Programs operating with matching funds support from the Department of Education are required to meet evaluation criteria as specified in the Oregon Administrative Rules.

Evaluation should be both formative and summative. Accountability for programs at the district or local level, however, should be clearly delineated in program proposals, and the personnel responsible should also be identified. Several evaluation models are available including the Renzulli (1975) model which has proven effective for a variety of projects.

Personnel interviewed indicated strong support for constant monitoring and review. This would require advisory groups to maintain regular contact once programs are under way, and to maintain flexible scheduling for program needs. Student, teacher and parent checklists were suggested to provide feedback during the program related to, for example, program quality, the relevancy of student goals and objectives, the availability of support services, and general curriculum provisions.

INSTRUCTIONAL PROVISIONS

What programs should be developed? Program criteria were reviewed under the heading "Oregon Statewide Policy on Gifted and Talented Education." Personnel interviewed were strongly of the opinion that even though state guidelines had been provided, those at the local level should be responsible for developing programs related to the unique needs of both students and individual situations.

The term "differentiated programming" is commonly used in relationship to the development of individualized educational programs for students within the framework of the school curriculum offerings. Increased emphasis is also being placed on the development of school/community based involvement of resources in elementary schools and the increased use of mentorships at the secondary level.

The concern that was generally expressed was that of ensuring provision of programs beyond minimal levels. Careful attention to staff development and the restructuring of administrative procedures and schedules were given highest priority.

TRENDS IN TALENTED AND GIFTED PROGRAMS

What are educational provisions for talented and gifted? Until quite recently education of the talented and gifted has been sporadic. As a nation, we spend 43 times more on the under-privileged and 28 times more on the handicapped than on the outstanding student. Although 21 states have talented and gifted legislation, much of it scarcely goes beyond codified rhetoric. (Fincher, 1976)

At key times, there have been waves of enthusiasm in the United States for talented and gifted students. A shortage of highly trained specialists during World War II created a rising swell of concern for the training of outstanding individuals. Even more dramatic was the enormous wave of national interest in the gifted that followed in the wake of Russia's first space launching in 1957. The National Defense Education Act (1958) was clearly aimed at upgrading educational standards especially for the academically talented. In both instances, however, increased educational opportunities for the talented and gifted can be seen as defensive reactions to national emergencies.

Why a change in focus? A growing, more powerful movement led by parents and professionals stresses the rights of all children to a good (appropriate) education, rather than an education provided to meet the needs of the state. Marland (1972) noted that:

> "Education is appropriate when it is suited to the needs of each individual student." As an idea, he said, "this is not new, but as a national goal it is just emerging in the public consciousness."

As director of the U.S. Office for Gifted and Talented Lyon (1972) commented:

> "At present only thirteen percent of the (Nation's) two million gifted and talented youngsters receive planned, expert guidance and encouragement. The remainder, particularly those who are under constant pressure to conform, are as likely as not to lead lives of bored, frustrated mediocrity, or worse, brilliant criminality."

What support has the U.S. Government given talented and gifted education? Much that has developed in present day trends for the education of the talented and gifted can be directly traced to the Marland report. A broader definition of the talented and gifted has emerged to include any or all of the following areas: General Intellectual Ability, Specific Academic Aptitude, Creativity, Leadership Ability, the Arts.

Figures gathered for the Marland report show a conservative estimate of three to five percent of school age youngsters who can be characterized as "gifted." On the basis of this 1970 estimate, there are between 1.5 and 2.5 million gifted students in elementary and secondary schools in the United States.

What action has the U.S. Government taken? In 1972, the USOE established an Office of Gifted and Talented in the Bureau of Education for the Handicapped. This office was given official status by legislation in 1974. In October, 1975, the U.S. Commissioner of Education issued a policy statement declaring that "the USOE recognizes the education of the gifted and talented as being an integral part of our educational system and supports the endeavors of all those who are

involved in providing increased educational opportunities for those students."

OREGONIANS' ATTITUDES TOWARD TALENTED AND GIFTED EDUCATION

Oregon is no exception to national trends. Interest in talented and gifted students in Oregon, too, has been spasmodic. During the 30's, 40's and 50's, Oregon children, including many in rural schools, received training in advanced placement classes, promoted and funded through the Oregon Department of Education. Many of those projects (such as the Portland Study) received national attention.

Oregon was also one of the pioneer states in passing legislation directed specifically at improving educational opportunities for talented and gifted students. In 1949 the legislature authorized the study of public elementary and secondary education in the state. One of the recommendations was that a survey be made at the state level to determine the educational needs of gifted children in Oregon.

The survey was conducted in 1952. A recommendation growing out of the survey was for experimentation with a pilot program to determine costs and administrative problems in meeting the educational needs of the state's gifted children. The legislature authorized such a program for the 1953-55 biennium.

The pilot program was set up on a special class basis. Three school districts, Eugene, Corvallis and Astoria, participated in it and set up special classes for intellectually gifted children. The program was designed to serve those children who would constitute the upper two to three percent of the school population

for whom it is generally recognized that special education is essential.

Oregon also participated in the national wave of interest in special educational programs for academically gifted children generated by Russia's launching of Sputnik. The year 1959 saw increased legislative emphasis, and an increase in the diversity of programs. As many as 77 of the 380 districts in the state were involved, and although this was an increase, it represented only 20 percent of school districts providing some degree of programming for talented and gifted students.

In 1963, the State Legislature placed a three year limit on funding for talented and gifted programs, in an attempt to shift the fiscal load from the state to local districts. Within those three years, Oregon's limited but statewide program crumbled. Federally funded projects, such as "Project Prometheus" (Title III, ESEA) provided a three year program for students in the southwest corner of the state, but did little to promote wider interest in programs for the talented and gifted. From 1968 until quite recently, financial pressures have limited ongoing programs to the larger metropolitan areas--notably Portland, Lake Oswego, Salem, Beaverton, and the remnants of the Prometheus program.

The 1975-77 legislative session produced the first real evidence that the State Legislature was again directing its attention to the talented and gifted. No state funds were allocated for the 1975-77 biennium, but the Legislative Assembly included a budget note directing the Department of Education to "...plan and develop a program for gifted children within the resources provided in the 1975-77 budget." A six member "Able and Gifted Task Force" was established by the State Superintendent of Public Instruction in response to this budget note. The task force produced a State Plan

for Able and Gifted Programs, and submitted its plan to the State Superintendent who approved the plan on December 8, 1976. The plan was then forwarded to the State Board of Education.

Two activities "on horizon" caused the State Board of Education to suspend action on the state plan:

- The legislature was considering special legislation for Able and Gifted programs, and
- The State Board of Education had decided to involve itself and key state educators in a special workshop to be provided by the National Association of School Boards of Education (NASBE) in the Spring of 1978. The purpose of the training was to develop exemplary state level policies and procedures for able and gifted programs.

The legislature, on the last day of the 1976-77 session, allocated $1,000,000 to match local agency funds for the support of able and gifted programs. In terms of state financial effort, this represents a two million dollar expenditure for direct services to the talented and gifted. These monies were to be disbursed by grant application allocated to programs beginning in July 1978. In October 1977 a full-time State Coordinator for Talented and Gifted was appointed.

During the last 18 months, several coordinating committees and teacher groups interested in talented and gifted programs have sprung up across the state. Oregon Association for Talented and Gifted (OATAG), an organization rejuvenated in May 1977, organized an excellent two day workshop in October 1977, and another in April 1978, featuring nationally known experts in the field. The State Specialist for Talented and Gifted has conducted six awareness workshops in Washington County, sponsored by the county's education

service district and the Washington County Steering Committee for the Talented and Gifted. The committee is made up of parents, school board members, teachers, administrators and education service district personnel.

During the next twelve months many activities are planned which will greatly stimulate program development. They include National Association of School Boards of Education training of the state board, ten regional awareness and program design workshops, two teacher inservice training programs in Eugene (University of Oregon) and one in Monmouth (Oregon College of Education), program policy development at the state level by the State Board of Education, (an outcome of the NASBE project), and funding of new programs in local districts by the Oregon Department of Education.

OREGON STATEWIDE POLICY ON TALENTED AND GIFTED EDUCATION

Oregon Administrative Rules have been developed to reflect the legislative intent of HB 5064 and the policies stated in the Oregon State Plan for Talented and Gifted. The rules also reflect current administrative and instructional directions in Oregon and the nation.

Programs for talented and gifted children are built on the premise that all children have a right to the opportunity to develop in relationship to their ability. Basic considerations are:

- Recognition of the need to provide educational opportunities suitable to individual characteristics
- Willingness to introduce new elements into the school instructional strategies and procedures

In other words, programs should provide students with an educational structure and allow them opportunities to develop to their potential in their areas of talent and giftedness. The programs should be represented by a written plan and should operate within the following guidelines:

- Include identification and selection procedures using stated minimum criteria
- Provide definite teaching/learning strategies and curriculum for each individual student identified

- Provide for activities based on each individual student's abilities that are distinct and different from those in the programs offered to other students

- Provide a systematic plan of evaluation pertinent to both program goals and educational objectives for students

The present Oregon Administrative Rules, adopted by the State Board of Education on May 26, 1978, provide direction for district application for and disbursement of funds allocated by the Oregon legislature.

In order to receive application approval, districts must demonstrate "extraordinary effort"; that is, meet and hopefully go beyond the minimum criteria established in the Oregon Administrative rules.

SUMMARY OF OREGON ADMINISTRATIVE RULES

Summarized below are components of the Administrative Rules.

Definition. Definitions of talented and gifted pupil, the parent of the pupil and the school district are provided, as well as information regarding the selection and placement process and its required content.

Application for grants for programs for the talented and gifted pupils. Describes where to apply for program grants, the necessary content of the application, as well as information on the administration and extent of funding allocations.

Extraordinary efforts to serve talented and gifted pupils. States that applications must specify district policy, identification procedures, matched funding

availability and program objectives which demonstrate "extraordinary effort" to serve talented and gifted pupils.

Approval of application; quarterly payments and proration of grants for talented and gifted pupil education. Lists schedules and procedures involved in the accounting of approved grants.

Selection and placement of talented and gifted pupils. Outlines the multiple methods required in the identification process. Rules are established with regard to testing information and general policy on the selection and placement of talented and gifted pupils.

Differentiated education for talented and gifted children. Lists mandatory and optional information to be included in an educational assessment of each identified talented and gifted pupil. Additionally, a special educational program, its objectives, and/or services to be provided must be specified and must provide educational benefits separate from the regular classroom for each identified student.

Rights of parents of pupils considered for talented and gifted programs. Policy is outlined on parents' rights with regard to the selection and/or placement of their children in an approved program and the procedure established for school districts to follow concerning due process.

OREGON TALENTED AND GIFTED
RULES AND EDUCATIONAL PRACTICES

STUDENT RIGHTS

Definition. OAR 581-15-805 (1a) "Talented and gifted pupil" means a resident pupil of a school district who has demonstrated or shows potential for a very high level of academic or creative aptitude which requires special educational programs or services in order to meet the pupil's needs.

Selection and Placement. OAR 581-15-830 (1) In selecting talented and gifted pupils to be served, school districts shall use multiple methods. No single test, score or measure shall be the determining factor, and a case study format is to be used in the final determination. (2) ...Districts will use special efforts in attempting to identify students from populations such as physically handicapped, ethnic minorities, culturally different and economically disadvantaged.

Differentiated Education. OAR 581-15-835 (2) A special program shall be developed after an educational assessment has been completed and instructional objectives established based upon the assessment. (3) A special program must provide a different curriculum or service from that which the pupil receives or would receive in the regular education program.

Pupils considered for talented and gifted program. OAR 581-15-840 (1) School districts shall notify in writing, parent(s) of a pupil of all decisions with regard to selection and/or placement of their child in the approved program. (2) Parent(s) have the right, upon request, to examine all records and data pertaining to such selection and placement. (3) Parent(s), if they are dissatisfied with a decision by the school district concerning a selection or placement, may request the district to reconsider the decision. The parent(s) shall submit a written request to the district for such reconsideration. In this case, the district shall reconsider the selection or placement decision after giving the parent(s) an opportunity to be heard and present evidence. A decision must be made within 45 calendar days after the receipt of the parent(s) written request. (4) In any event, no child shall be placed in approved program unless the child's parent(s) agree in writing.

Parent education. The enlistment of community support and access to community resources is an important part of an educational plan for talented and gifted students.

Parent education and training has typically been developed through introductory awareness sessions dealing with the nature of exceptionality and education of exceptional children.

The increased movement toward strong parent advisory and advocacy groups has advanced parent training needs beyond awareness levels to training in specific techniques for individualizing education.

Parent advisory groups are not mandatory at present, but personnel involved with talented and gifted programs strongly support the development of such groups which, with added knowledge and involvement will support talented and gifted policies and programs at the local and state levels.

GOAL BASED INSTRUCTION

Standards for Oregon public schools prescribed by the State Board of Education include Goals for Elementary and Secondary Education. Each goal suggests the knowledge, skills, and attitudes needed to function effectively in six life roles: Individual, Learner, Producer, Citizen, Consumer and Family Member.

The goals for students in talented and gifted programs will reflect those listed above (particularly the role of Producer) with additional emphasis as determined by individual student needs.

OAR 581-15-835 (2) indicates that . . . a special educational program or service for the identified pupil shall be developed after an educational assessment has been completed and instructional goals have been established based upon the assessment.

Appropriate goals for the talented and gifted program are:

1.0 Students will be able to apply basic skills to advanced learning activities. Gifted students have the ability to think abstractly, memorize quickly, concentrate for long periods, seek structure and order in intellectual pursuits, pursue projects with high

energy and intense effort. Because of these characteristics, it may be appropriate to provide instruction at a more advanced rate and/or level, and provide instruction in higher level thinking skills needed for advanced studies. Since they may exhibit gaps in their learning as well as outstanding expertise, instruction in basic skill areas of demonstrated weakness may be needed. Basic skill needs may differ. For example, for a child who thinks faster than his hand can write, a basic skill might be typing, or operating a mini-computer. Research and study skills would be basic to a talented and gifted program.

2.0 Students will be able to develop the behaviors and skills necessary for self-directed learning. Gifted children frequently display a wide range of interest, are curious and have a strong sense of the significant. Combined with high intellectual abilities, these characteristics imply a need for the student to develop ability to direct their energies. This includes placing the responsibility of choices and decisions on the learner. Ultimately, the goal in gifted education is to enable the child to define, solve and evaluate problems, thus becoming a self-directed learner.

3.0 Students will be able to explore, in depth, special interests, topics and/or ideas. Gifted students have keen powers of observation and need opportunities to explore, in depth, areas of their own interest. The student should be encouraged to do research, solving real problems, applying learning to new situations, and producing new ideas. Motivation, task commitment and concentration are characteristics that will lend themselves to independent, interest-based learning.

4.0 Students will be able to express their unique needs in personal growth of attitudes, appreciation and feelings through small group or individual experiences. Gifted children can be highly sensitive and have a tendency to be self-oriented in their behavior. They may have difficulty understanding themselves and dealing with other people in their environment. This creates a need for special counseling that addresses their own needs.

HOW IS POLICY DEVELOPED?

The formulation of district policy for talented and gifted will largely be determined by state and federal guidelines. Oregon Administrative Rules provide mandatory guidelines for programs receiving state funding.

The issues discussed in the previous chapters reflect the general concerns of the public and professional clients of a school district. It is essential that these issues be addressed and documented. Policy statements are then drafted and accepted in conjunction with administrative procedures for program operation. With this process all parties have a clear understanding of district intent.

HOW IS POLICY DIFFERENT FROM ADMINISTRATIVE PROCEDURES?

On the following page a diagram of three levels of program development is presented which may be helpful to distinguish among steps which require a knowledge base, or policy decisions or those which relate to administrative procedures.

KNOWLEDGE

Knowledge does not require policy to be established. It is information that people collect in order to describe:

1.1 The awareness of student needs

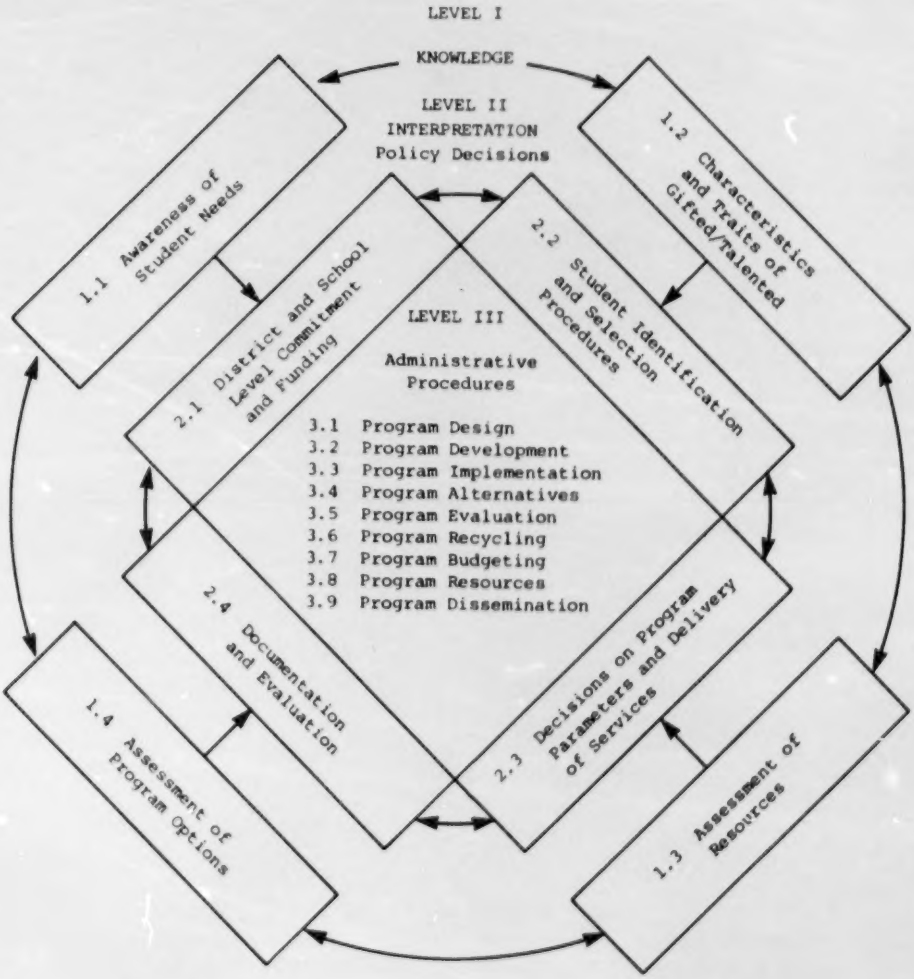
1.2 The characteristics and traits of talented and gifted students

1.3 Existing district resources which may be reallocated for talented and gifted students

1.4 Program options which could be developed

FIGURE I

GIFTED AND TALENTED PROGRAM DEVELOPMENT



INTERPRETATION AND POLICY MAKING

Does require policy to be formulated about:

2.1 District and school level commitment to meeting the needs of talented and gifted students. This is usually a general philosophical statement but to be implemented effectively it must also have the "teeth" of a funding commitment.

2.2 Student identification and selection procedures. This is an important policy decision as it relates to the number of children who will be involved, their characteristics, and how they will be selected.

2.3 Program parameters and delivery of services. Closely linked to the identification and selection procedures is the need for policy statements regarding the type of program to be provided based on district and school level philosophy and resources. Alternatives for providing differentiated program provisions for talented and gifted students will also need to be clearly identified. While there is always some need for flexibility within a prescribed set of policies, a clear understanding of how talented and gifted students will be served is necessary to reduce ambiguity and ensure that the needs of students are met.

2.4 Documentation and evaluation. It has been established that successful projects have identified formative and summative evaluation procedures at the beginning of program development and been responsive to evaluation data. Policy related to the type of data to be collected, methods of data collection, and

reporting procedures should be developed early. Renzulli's (1975) data matrix has proven effective, is widely used, and should be considered as a model.

PROGRAM DEVELOPMENT AND ADMINISTRATIVE PROCEDURES

It will be much less difficult to identify and implement administrative procedures if each of the steps on the two previous levels has been completed. Administrative procedures will need to be established for:

3.1 Program Design - who will be responsible?

3.2 Program Development - who will be involved, and which model(s) will be used?

3.3 Program Implementation - how will services be provided, who will provide them, and when?

3.4 Program Alternatives - how will individual student programs be differentiated?

3.5 Program Evaluation - how will data be collected, analyzed and reported?

3.6 Program Recycling - how will the program remain flexible and responsive to evaluation data?

3.7 Program Budgeting - how can the program be organized to operate effectively within established funding levels?

3.8 Program Resources - how will resources, personnel, space and time be allocated, assigned, maintained and improved? (e.g., inservice)

3.9 Program Dissemination - how will students, staff, parents and community work together to ensure that program information is made public and encourages increased commitment?

ALTERNATIVES FOR STUDENT PROGRAMMING

MAINSTREAMING

The definition from PL 94-142 of "least restrictive environment" for the placement of handicapped students with their peers in the regular classroom, has been termed "mainstreaming." Placement must occur as frequently as is appropriate for each handicapped student. This terminology has been absorbed into the literature related to talented and gifted programs, and emphasizes student attendance in regular classrooms as long as their educational needs can be met within that environment.

The IEP is the key to individual educational placement, and additional opportunities should be provided to implement individualized programs. The unique needs of handicapped learners are best met with individualized programming. It is tremendously important to meet the unique needs of talented and gifted students also. The design of individually appropriate programs for talented and gifted students requires flexibility and differentiated programming.

RESOURCE ROOMS

Resource rooms are regaining popularity as an administrative arrangement to provide for the unique needs of learners--from the handicapped to the talented and gifted.

While resource rooms were popular in the 50's and 60's, and some remain to provide enrichment activities for talented and gifted students, during the 70's the resource room concept has been associated more with programs for disadvantaged learners.

The learning center/resource room is a location specially designed to meet group needs or individual needs of students that cannot be easily met within the regular classroom. The resource room can provide space for small groups, or individual instruction offering a one-to-one ratio of teacher, mentor, or tutor with the gifted student. The main criteria for successful operation of a resource room should be provision for the unique instructional needs of the program participants. The quality of the experiences provided will depend in large part on the skills and expertise of the teachers selected to implement the program.

ALTERNATIVE PROVISIONS OPTIONS

Large school districts often have a variety of administrative options available for programming the needs of talented and gifted students. Smaller districts, however, may be limited to one or two options.

There are many ways programs can be structured to help students reach independently developed goals such as the grouping options listed below. Some of these options were taken from the TOP Continuation Proposal, 1978.

Cluster grouping within the regular class allows gifted students with similar interests, abilities or instructional needs to work together within a class or grade level.

Heterogeneous grouping refers to the placement of students with others of varying abilities as in a self-contained classroom.

Homogeneous grouping/semi-separation provides the organizing of students by similar abilities. This grouping can be comprised of students from one classroom, or a number of classrooms. The group can meet in a classroom or away from the classroom.

Independent study is where students choose their own topics for research and investigation with varying degrees of supervision.

Acceleration/advanced placement/early graduation refers to any program arrangement or combination thereof which allows the student to advance at a faster than usual pace through curriculum or grade level.

Alternative schools may provide either general programs which are designed especially for gifted students or programs which emphasize a specific area of development such as the arts, divergent thinking or creativity.

Demonstration classrooms provide full or part-time placement in a supervised, coordinated program which emphasizes individualized learning programs with trained or professional supervision.

Enrichment is the elaboration of a curricular area or course through more indepth reading, discussion, relevant experiences, etc.

Field trips and attendance at cultural events may involve only a part of the total program for the gifted. This option makes provision for talented and gifted students to visit and participate in available community programs.

The itinerant or resource teacher uses program options listed and taught by a gifted specialist. Care must be given so that the specialist has appropriate time for instruction, planning and coordination with regular class teachers.

Mini-courses or short-term classes (2-8 weeks) are those classes which use teacher/community resources to provide a variety of special classes or programs, during the school's daily schedule. They may be held in the morning, at lunch time, or in the afternoon.

Part-time groups before, during, after school or on Saturday, while similar to special/regular classes, differ because the enrichment activities may occur outside of regular school hours, may be provided by a volunteer parent or community resources people, and are usually voluntary enrollment programs which attract student attendance because of their special content. An example would be Oregon Museum of Science and Industry Saturday classes on astronomy, energy or biological science.

Seminars are in or out-of-school sessions which deal with special topics.

Special/regular classes are one-half hour to three hour classes which meet one to five days per week to which the gifted goes from his/her assigned class. These classes can be taught by regular staff members, gifted specialists, the reading specialist, or by other qualified personnel. Programs of this type are sometimes known as "80-20 pull-out" or similar terms because students remain in their regular classroom for 80 percent of the time, and leave for enriched educational experiences for 20 percent of the school day/week.

Team teaching refers to plans which utilize any teaching arrangement so that gifted students work with one teacher while the remainder of the class is with the other(s).

SOCIAL AND EDUCATIONAL HISTORY OF TALENTED AND GIFTED EDUCATION

HISTORICAL PERSPECTIVE

Scholars have long recognized that some individuals possess superior intelligence and talents. More than 2,300 years ago, Plato speculated upon ways of telling which children were gifted and should be educated for leadership in the state; "...children should be trained to do that for which their abilities suited them."

During the seventeenth and eighteenth centuries, many educational philosophers insisted on the equality of all men. Hobbes, Jacotot and Leibnez contended that all native intelligences were equal and differences came about through training. Under such a philosophy special education of the gifted had no place (Terman, 1950).

In the United States, the earliest attempt to provide for gifted children in the public schools was probably that initiated by William T. Harris in St. Louis, Missouri, about 1867. His plan was to accelerate the pace of gifted children by introducing greater flexibility into the promotional system rather than having them remain in the "lock step" program. (Haisley, 1973).

Before the turn of the present century, educators saw that the needs of the gifted child were not being met. It was observed that the most "handicapped" children in the schools were the bright ones, in terms of what the gifted knows and what s/he is offered. Initial

responses to these needs were limited to advanced placement for some children.

Special classes for the gifted, however, began to appear in the educational literature as early as 1916. This was soon followed by the development of important measurement studies of intelligence in the 1920's. It was this notable work which led the way to increased efforts by researchers to identify and study the gifted.

EDUCATIONAL PROVISIONS FOR TALENTED AND GIFTED

> Until quite recently education has been concerned with remedial service to students who fall below the norm. As a nation, for example, we spend 43 times more on the underprivileged and 28 times more on the handicapped. Although 21 states have gifted and talented legislation much of it scarcely goes beyond codified rhetoric. (Fincher, 1976)

There have been waves of enthusiasm in the United States, however, for the talented and gifted students. A shortage of highly trained specialists during World War II, for example, created a rising swell of concern for the training of this country's talented and gifted individuals. Even more dramatic was the enormous wave of national interest in the gifted that followed in the wake of Russia's first space launching of Sputnik in 1957. The National Defense Education Act (1958) was clearly aimed at upgrading educational standards, especially for the academically talented. Federal, state and local district funds provided the foundation for numerous innovative programs with an emphasis in science and mathematics, specifically targeted for the gifted student. From 1957 to 1965, the United States Office of Education (USOE - 1966B) listed 275 state and local programs for the gifted. Between 1950 and 1962, programs for the gifted increased an estimated

sixfold. Articles describing research on "giftedness" and related areas such as "creative ability" appeared with much higher frequency after 1958 in the technical literature throughout the country. The increased educational opportunities for the gifted were seen as defensive reactions to the national emergencies of World War II and Sputnik; however, these "crisis" programs were destined to be short lived.

Why a change in focus? Another movement was underway, led by educators and parents concerned with the rights of all children to a good (appropriate) education, rather than an education provided to meet the needs of the state. Marland (1972) noted that..."Education is appropriate when it is suited to the needs of each individual student." As an idea, he said, "this is not new, but as a national goal it is just emerging in the public consciousness."

A breakthrough by those concerned with refocusing attention to the needs of talented and gifted was the establishment of the Association for the Gifted as part of the Council for Exceptional Children in 1958. This action, and a parallel movement away from isolating those with special needs and toward the mainstreaming of all students, has continued to advance interest in education for the gifted until the present time.

In 1971, U.S. Commissioner of Education, Sidney P. Marland, Jr., submitted a two volume report to the Congress of the United States. This report entitled "Education of the Gifted and Talented" came in response to a 1969 amendment to the Education Act (ESEA). The report requested an assessment of the present status of education for the talented and gifted, and recommendations for new courses of action. Principle findings in the landmark document dispelled numerous

myths surrounding the needs of the gifted. Marland noted that:

> ...We are increasingly being stripped of the comfortable notion that a bright mind will make its own way. Intellectual and creative talent cannot survive educational neglect and apathy.
>
> ...This loss is particularly evident in the minority groups in both social and educational environments with every configuration calculated to stifle potential talent.

Continuing the pressure to provide programs for talented and gifted students, Lyon (1972) as Director of the U.S. Office for Gifted/Talented commented that:

> ...At present only thirteen percent of the (nation's) two million gifted and talented youngsters receive planned, expert guidance and encouragement. The remainder, particularly those who are under constant pressure to conform, are as likely as not to lead lives of bored, frustrated mediocrity, or worse, brilliant criminality.

In contrast to these images, we pose words of A. Harry Passow, (1978):

> Society has a need for individuals who are intelligent, imaginative, educated, and motivated to provide leadership through their planning, creating, inventing, teaching, and building. We need philosophers and physicists, teachers and technicians, historians and humanists, mathematicians and musicians, executives and engineers as well as a variety of other gifted and talented individuals, all of whom exercise leadership

by virtue of their superior achievement and performance in socially valuable areas of endeavor. Thus, in at least one sense of the term, the development of individual talent potential is the development of leadership. Society is constantly being renewed as individuals fill these roles and functions.

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SOURCES OF INFORMATION ON TALENTED AND GIFTED

Association for the Gifted (TAG)
Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Bob Siewart, Specialist for Talented and Gifted
Rod Meyer, Center for Program Coordination
Oregon Department of Education
Salem, Oregon 97310

ERIC Clearinghouse on Handicapped and Gifted
1920 Association Drive
Reston, Virginia 22091

National Association for Gifted Children (NAGC)
217 Gregory Drive
Hot Springs, Arkansas 71901

National/State Leadership Training Institute on Gifted/ Talented
316 West Second Street PHOC
Los Angeles, California 90012

Office of Gifted and Talented, USOE
Room 2100
7th and D Street S.W.
Washington, D.C. 20202

Oregon Association for Talented and Gifted (OATAG)
P.O. Box 930
Beaverton, Oregon 97005

APPENDIX

OREGON ADMINISTRATIVE RULES
581-15-805 THROUGH 581-15-840
PERTAINING TO THE TALENTED AND GIFTED

Statutory Authority: ORS 343.045, 343.055

DEFINITIONS

581-15-805 (1) The following definitions apply to Oregon Administrative Rules 581-15-810 through 581-15-840 unless the context requires otherwise:

(a) "Talented and gifted pupil" means a resident pupil of a school district who has demonstrated or shows potential for a very high level of academic or creative aptitude which requires special educational programs or services in order to meet the pupil's needs.

(b) "Parent" means a natural or adoptive mother or father, a legally appointed guardian or surrogate or, if the child has attained the age of majority, the individual pupil.

(c) "School district" has the same meaning as in ORS 330.005 (2) and also includes, where appropriate, an intermediate education district (education service district on or after July 1, 1978).

(d) "Developmental case study" means the combined information developed on a pupil and used for the selection and placement of the pupil in a program. The information shall include:

(A) All identification measures as contained in 581-15-830 (1);

(B) Diagnostic information as appropriate;

(C) Parental consent forms; and

(D) A summary of the selection team decision on placement and the reasons for that decision.

(E) The case study will be considered a "behavioral record" as defined in ORS 336.185.

(e) "Selection team" means a committee of individuals as contained in OAR 581-15-830 (8) which shall have the responsibility of developing individual case studies and recommending the placement of pupils in programs for the talented and gifted.

APPLICATIONS FOR GRANTS FOR PROGRAMS FOR THE TALENTED AND GIFTED PUPILS

581-15-810 (1) School districts may apply to the State Superintendent of Public Instruction for program grants to provide educational services for talented and gifted pupils.

(2) The application shall contain:

(a) A detailed statement of the educational services to be provided;

(b) A proposed budget for the program;

(c) A statement of how the program will comply with the criteria contained in OAR 581-15-815;

(d) A statement of how the results of the program will be evaluated while in process and at its completion;

(e) A statement of the population to be served by the program as contained in OAR 581-15-830; and

(f) Any other information requested by the State Superintendent as necessary for the approval of the application.

(3) The number of pupils used to derive the amount of the grant shall not exceed three percent (3%) of the total ADM of the class grade level, school, district or combinations of these which comprise the population of pupils from which the talented and gifted are being

selected. In no event will more than $225 per identified pupil be allocated.

(4) If funds are available after the procedures described in item (3) are completed, the State Superintendent of Public Instruction shall allocate additional resources to an approved program for a number of students beyond the three percent (3%) limitation where evidence would support the fact that a greater number of pupils qualify and are eligible under the criteria contained in OAR 581-15-830. The additional allocation will not consist of more than an additional one percent of the applicant's average daily membership.

(5) The State Superintendent of Public Instruction shall reopen the application period if approved applications do not require the disbursement of all available funds.

(6) The State Superintendent of Public Instruction may establish priorities concerning the categories of students to be served by districts receiving state funds. Districts will be notified of priorities prior to application dates.

EXTRAORDINARY EFFORT TO SERVE TALENTED AND GIFTED PUPILS

581-15-815 (1) In order to be approved, an application under OAR 581-15-815 shall demonstrate to the satisfaction of the State Superintendent of Public Instruction that the program and services proposed will provide an extraordinary effort to serve talented and gifted pupils.

(2) Evidence of extraordinary effort shall include, but not be limited to:

(a) A statement of school district policy on the education of talented and gifted pupils with which the proposed program(s) must be consistent;

(b) Identification of talented and gifted students or an acceptable plan for so doing, in accordance with OAR 581-15-830;

(c) Availability of district funds to match the amount of the grant for which application is being made;

(d) A statement of how the proposed program will:

(A) Maintain, expand or extend an existing program, or

(B) Provide new services, or

(C) Serve a new population;

(e) A statement of how the individual student needs will be identified; and

(f) A statement of how citizens have or will have an opportunity to make recommendations regarding the program. This may include how relevant community services and resources have been, or will be, identified and used in the proposed program.

APPROVAL OF APPLICATIONS; QUARTERLY PAYMENTS AND PRORATION OF GRANTS FOR TALENTED AND GIFTED PUPIL EDUCATION

581-15-820 (1) The State Superintendent of Public Instruction shall notify school districts of the approval or disapproval of their applications. Initial notification of approval, disapproval, or need for revision will be made within 60 days of the submission date.

(2) If an application is approved, the Department of Education shall pay to the district the amount of its grant in four equal quarterly installments beginning on July 1 of the fiscal year for which the grant is approved. Notification of the first quarterly amount will be made at least 30 days prior to the first district payment.

(3) If the total amount of grants for approved applications exceeds the total amount of funds available the grants will be prorated,

Statutory Authority: Chapter 714, Oregon Laws 1977

ACCOUNTING FOR GRANTS FOR TALENTED AND GIFTED PUPIL EDUCATION

581-15-825 (1) On September 30th, the quarterly thereafter through June 30th, each school district receiving a grant for the education of talented and gifted pupils shall account to the Department of Education in a form acceptable to the Department, for the expenditure of monies received under the grant and any balances unexpended or unencumbered.

(2) If the State Superintendent of Public Instruction determines after any quarterly accounting that any portion of the grant awarded to a school district for an approved project has not been spent or encumbered for that program, such portion shall be recovered by reducing the district's ensuing quarterly payment.

SELECTION AND PLACEMENT OF TALENTED AND GIFTED PUPILS

581-15-830 (1) In selecting talented and gifted pupils to be served, school districts shall use multiple methods. No single test, score or measure shall be the determining factor, and a case study format is to be used in the final determination. A minimum of three (3) of the following categories of tests and measures (a, b, c, d) shall be used in the identification of pupils for a program or service. The testing requirement is waived for grades K-3 for the 1978-79 school year:

(a) Objective test information including one or more of the following:

(A) Intelligence tests;
(B) Achievement tests;
(C) Creativity tests;
(D) Other tests as approved by the Department of Education.

(b) Subjective measures and indicators including one or more of the following:

(A) Teacher;

(B) Self;

(C) Critical others.

(c) Documentation by other qualified professionals in the given field or fields in which the pupil may receive special instruction or services.

(d) Other measures as approved by the Oregon Department of Education prior to their use.

(2) The tests and measures selected by the districts will demonstrate a direct relationship to the area or areas of talented and giftededness to be served by the district. Districts will use special efforts in attempting to identify students from populations such as physically handicapped, ethnic minorities, culturally different and economically disadvantaged.

(3) Pupils who are identified for programs for the talented and gifted will perform or show the potential to perform in the top 5 to 7 percent of the national school population. Districts which can document through testing and other measures a higher number of students may place these students in special educational programs.

(4) Pupils selected for programs for the intellectually gifted and academically talented will meet the following minimum eligibility criteria:

(a) Pupils selected as having outstanding general intellectual ability will perform at or above the 97th percentile on nationally standardized tests or demonstrate the potential to perform at this level as judged by the selection team based upon other information contained in the case study. A test of intelligence shall be used as one of the identification measures.

(b) Pupils identified as having an outstanding specific academic aptitude will perform at or above the 97th percentile in one or more areas of academic performance, or demonstrate the potential to perform at this level as judged by the selection team based upon

other information in the case study. A test of academic achievement must be used as one of the identification methods.

(5) Pupils selected as having outstanding talent in the following categories will demonstrate the ability to perform in the top three percent of the national school population:

(a) Pupils selected as creatively gifted shall demonstrate outstanding creative ability in thinking and production;

(b) Pupils selected as having outstanding talent in the visual and performing arts shall be identified using other professional judgment and documentation as one of the identification methods;

(c) Pupils selected as demonstrating outstanding leadership ability in either academic or nonacademic settings shall be identified on the basis of professional judgment and, where appropriate, should include peer recommendation.

(6) The process for identifying pupils as talented and gifted in one or more of the areas listed shall be the responsibility of the district. The process, however, shall meet the following criteria:

(a) The identification process shall include the following steps:

(A) Screening of the total school population to identify potential talented and gifted pupils;

(B) Selection of talented and gifted by the selection team which may include professionals such as school psychologists, psychological examiners, administrators, teachers, counselors, special educators, community professionals and others as are appropriate to the types of pupils being selected;

(C) Placement of selected pupils.

(b) The identification criteria shall be established and submitted to the Oregon Department of Education before pupils are identified for a program or service. The specific criteria shall be described in

detail including cut-off points where standardized tests are used.

DIFFERENTIATED EDUCATION FOR TALENTED AND GIFTED PUPILS

581-15-835 (1) An educational assessment shall be completed for each talented and gifted pupil which consists of the information obtained during the identification of that pupil plus diagnostic information determined to be necessary by the district. The assessment process may include some or all of the following:

(a) an academic history;

(b) diagnostic testing;

(c) interest inventories or interviews; and

(d) other measures necessary to determine the most appropriate instructional objectives for the pupil.

(2) A special educational program or service for the identified pupil shall be developed after an educational assessment has been completed and instructional objectives have been established based upon the assessment.

(3) A special program for a talented and gifted pupil must provide a different curriculum or service from that which the pupil receives or would receive in the regular education program, and must include objectives containing one or more of the following:

(a) Activities and experiences of a quality necessary to meet the special educational needs of the identified pupil;

(b) Teaching strategies which are appropriate to the unique learning style of the identified pupil;

(c) Special resources and materials which are necessary for the instructional level of the identified pupil; and

(d) Arrangements of time and personnel which provide appropriate supervision and instruction for the identified pupil.

RIGHTS OF PARENT(S) OF PUPILS CONSIDERED FOR TALENTED AND GIFTED PROGRAMS

581-15-840 (1) School districts shall notify, in writing, parent(s) of a pupil of all decisions with regard to the selection and/or placement of their child in the approved program.

(2) Such parent(s) shall have the right, upon request, to examine all records and data pertaining to such selection or placement.

(3) Parent(s), if they are dissatisfied with a decision by the school district concerning a selection or placement, may request the district to reconsider the decision. The parent(s) shall submit a written request to the district for such reconsideration. In this case, the district shall reconsider the selection or placement decision after giving the parent(s) written request.

(4) In any event, no child shall be placed in an approved program unless the child's parent(s) agree in writing.

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